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## REVIEWS OF BOOKS

*Minnesota, the Star of the North.* By MARY VANCE CARNEY,  
Central High School, St. Paul. (Boston, etc., D. C. Heath  
and Company, 1918. xvii, 249 p. Illustrated)

Of the several recent attempts to satisfy the need for a good school history of Minnesota, this seems to be the most successful. In the organization of the material, always a difficult problem in a work of this sort, the author has chosen a happy combination of chronological and topical arrangements which avoids the annalistic effect and at the same time gives an impression of development. The first two chapters furnish the background for the history of the state in accounts of its geography and Indian inhabitants. The explorations and territorial transitions of the French and British periods are then treated, followed by chapters on the fur trade, American explorations, and missionary activities. An account of the beginnings of American occupation and settlement is followed by a chapter on pioneer days which portrays early social and economic conditions. The narrative is resumed with the story of the establishment and political history of Minnesota Territory and of the transition to statehood. Two chapters are devoted to "Minnesota in the Civil War" and "The Sioux War of 1862." In the remainder of the book the topical arrangement predominates with the emphasis on economic history; and space is found for only a single brief chapter on the "Political History of the State."

The author has, as a rule, selected the most significant topics for treatment, put the emphasis in the right places, and apportioned the space judiciously, although a somewhat fuller treatment of the period since the Civil War would have been an improvement. There is also recognition of the fact that Minnesota's history is but a part of and inseparable from the history of the nation; and in the preface the author suggests that "its study should be correlated with the general course in American history, or should immediately follow it." Most important of

all, however, is the general accuracy of the work, both in interpretation and in matters of detail. While only occasional footnote references are given, it is evident that the writer has consulted most of the available material and has used it with discrimination. A few inaccuracies have crept in, however, principally as a result of attempts to condense a long story into a few words. For example, the impression is given that the Whig amendment to the bill for the establishment of the territory became part of the law (page 142), whereas the real explanation of the Whig appointments was the passage of the measure on the last day of the Polk administration.

The style is simple but spirited, and while not beyond the easy comprehension of students in the upper grades, the book could be used with profit in high school work and by mature readers who want a bird's-eye view of the history of Minnesota. Several maps and numerous illustrations "reproduced from photographs, or from sketches made by eye-witnesses," add to the attractiveness and usefulness of the work. The appendix contains a list of the governors, a table of important dates, a brief bibliography, questions and suggestions upon each chapter, and some valuable suggestions for supplementary work in the history of the local community in which the book may be used. With so satisfactory a textbook available, it is to be hoped that in the future more attention will be paid to Minnesota history in the schools than has been the case in the past.

SOLON J. BUCK

*A Study of State Aid to Public Schools in Minnesota* (The University of Minnesota, *Studies in the Social Sciences*, no. 11). By RAYMOND ASA KENT, PH.D., sometime assistant professor of education in the University of Minnesota. (Minneapolis, The University of Minnesota, 1918. ix, 183 p.)

In April, 1913, the Minnesota Legislature created a Public Education Commission to make an investigation of the public school system and public educational institutions of the state with the general purpose of effecting "economy and efficiency with respect to the several branches of public education." Dr.